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## Educational Writings

### I. COMMENT ON CURRENT PUBLICATIONS

*Civics for the upper grades.*—Civics of the type which has flourished for the past few years is not content to discuss the organization of legislatures and the election of presidents; it has taken up the concrete problems of industry and social life. The book by Miss Turkington<sup>1</sup> is of this new type. It deals with such topics as "Why We Have Schools," "Thrift," "Health," "The Army and Navy," and other like matters. It devotes three chapters to the description of government and of the executive officers of the nation; and even in these chapters it deals with general principles quite as much as with details. There are pictures which show the mountain scenery of the country and the busy wharfs of New York City. Children's gardens are shown and the home of the pioneer. The book is described by its publishers as intended for the upper grades and the junior high school.

In the judgment of the present reviewer it does not contain enough information to serve as an independent text for the grades for which it is written. It may be that many pupils of the upper grades are lacking in knowledge on the fundamental matters touched on in this text, but, if that is so, the way to meet the situation is to go more fully into the whole matter of social and industrial life. The book leaves these matters with so trivial a treatment in many cases as to destroy the very impression which the author is evidently aiming to make. Fuller knowledge of social matters is indeed needed in the junior high school. Such knowledge may very properly become the core and center of the whole curriculum of the grades in that school. If this statement is accepted, then the books on this subject should be no less complete and exhaustive than the texts on other subjects. This book gives one the impression that it is intended for use as a kind of collateral reading-book attached to a course on history or some other subject.

This criticism may be overdone when applied to a specific book. The fact is that all the books now on the market are more or less open to the same criticism. This book is, however, so ambitious in the broader scope which is represented that it suggests more vividly than the older type of formal civics what might be accomplished were the study of the community made in a more emphatic sense the center of upper school study.

<sup>1</sup> GRACE A. TURKINGTON, *My Country*. Boston: Ginn & Co. Pp. 394. \$0.96.

*A guide intended for use in the training of teachers.*—This book<sup>1</sup> represents the result of the experience of the author in this field for a number of years. The contrast between the very meagre work in the biological sciences which was characteristic of the older school and the richer curriculum which is coming into vogue in the present-day elementary and high school is evident from a casual perusal of the scope of this manual, which represents the best modern tendencies. It begins with the study of insects, proceeds then to the study of plants, follows this with a study of animals of the pond and stream, considers next trees and spore-bearers, comes back to the animal kingdom in the study of domestic animals and birds, and concludes with the study of seeds and of gardening. The general method includes training in observation and to some extent in experimentation, and in making records of the observations and experiments. The course, if it is completed, requires that the student shall have direct acquaintance with the characteristics and habits of a very large collection of animals and plants. If this course can be covered in reasonable time, as it presumably can, it represents to a remarkable degree the combination of a large amount of content with direct experience with the objects which are studied. There are two opposite poles in science study toward either of which it is easy to move. The one represents the acquirement of information and the other the development of the technique of observation and of experimentation. The one aims at knowledge and the other at discipline and training in method. The present manual seems to avoid the danger of going to either extreme and combines content with method to an unusual degree.

*Books on patriotism.*—There is a widespread attempt to capitalize the present-day interest in matters pertaining to the war and to prepare material by which the child may be trained to meet the problems upon which our attention has been focused. Some of these attempts are superficial and apparently have as their general aim taking advantage of the present public interest, and others follow a very deep-seated recognition of the need for a more fundamental understanding on the part of the child of the nature of civilization and community life, including the relation between nations, for which he must be prepared to take his part. The books in the above list have all been obviously inspired by the war situation.

The first, *Father Thrift*<sup>2</sup>, is a primary reader which aims to develop in the child a disposition to thrift, which has become so obviously a necessary

<sup>1</sup> ELLIOT R. DOWNING, *A Field and Laboratory Guide in Biology Nature Study*. Chicago. University of Chicago Press. 1918. Pp. 120. \$1.00.

<sup>2</sup> JOSEPH C. SINDELAR, *Father Thrift and His American Friends*. Chicago: Beckley-Cardy Co. 1918. Pp. 128.

but neglected virtue of the American people. In so far as it is possible to succeed in developing a mode of conduct through the control of ideas, this book is likely to succeed in its purpose. It consists in a story which is eminently calculated to interest the child, and in all its fundamental characteristics represents the best in reading material. It is highly interesting to the primary child and is undoubtedly worth while as a type of literature, and may in addition accomplish something in the direction of its social aim.

The second book, *I Am an American*<sup>1</sup>, is of a very different character. It is very didactic and abstract. The aim is to give definiteness and meaning to the child's realization of his American citizenship. It begins with an appeal to his pride by relating instances in which American sailors and an American ambassador treated citizens of foreign countries with kindness and consideration. This first chapter ends with a series of declarations which are put in the mouth of the child, such as "Every one in my school is protected by the laws of the United States and by the American Army and Navy. I go to school to learn to be a good citizen. It is an important thing to be an American citizen, because the American citizens govern the United States of America." This is followed by very brief and abstract surveys of the American Government and the history of its development through the Revolution and the Civil War, and concluding with some account of the organization and aims of the American participation in the present war. This, in the mind of the reviewer, is much too abstract and condensed an account to give the child a real notion of the problems with which it deals.

The three books, *Home and Country Readers*<sup>2</sup>, are again as obviously inspired by the war, although they do not deal for the most part with content which is drawn from the war. Their purpose is to include brief selections which bear upon the topics of home life, out-door life, and American ideals. In addition, there are a few miscellaneous pieces of literature which are given the title "A Peep into the Past through Fact and Fancy." The second book includes a description of the homes of the famous presidents. If one is to retain in the school as texts in reading such miscellaneous collections of brief and disconnected pieces of literature as are represented in these books, they would appear to have a large degree of merit. They are carefully designed, in the main, to serve as means of emotional excitation. They cannot have any large degree of intellectual content as a consequence of

<sup>1</sup> SARA CONE BRYANT, *I Am an American*. Boston: Houghton Mifflin Co. 1918. Pp. 159. \$0.60.

<sup>2</sup> MARY A. LASSELLE, *The Home and Country Readers*. I, II, III. Little, Brown & Co. 1918. Pp. 266, 282, 397. \$0.65 each.

their heterogeneous and unorganized character. The cultivation of the emotions through literature is undoubtedly a legitimate educational process, but the study of literary productions in a somewhat more organized fashion, in larger sections, and with some attention to their relationship, is much more profitable than the reading of such hodgepodes as are represented in the traditional reader.

The three books published by the John C. Winston Company represent an organized attempt to give the child an insight into the conditions and characteristics of community life. The first book<sup>1</sup> is for younger children and deals with social virtues as well as with the content of social life. The virtues thoroughness, respect and kindness to animals, are illustrated in short selections or poems. They are well constructed to awaken the interest of the child, and the same comments apply to them as were made upon the first book. The second part of the book aims to give the child an understanding of the interdependence of community life by stories about the baker, milkman, gardener, and so on. Such an understanding is of first importance to fit the child for his social responsibilities, and this section of the book seems calculated to be of much value. The brief section at the end gives some description of the Red Cross.

Of the other two books, *Our Community*<sup>2</sup> deals with citizenship in towns and cities, and *Our Neighborhood*<sup>3</sup> with rural life. These books are much more formal in their mode of presentation. The topics which they cover are in general suggested by the bulletin of the Bureau of Education on the Teaching of Community Civics, and cover such subjects as: The Community and the Citizen, Health, Protection of Life and Property, Education, Transportation, and so on. The organization of the topics seems very excellent, but their treatment leaves a good deal to be desired in the direction of concreteness. There is a very marked contrast between the story method of presentation in the first book and the formal method of the present books; e. g., there is a paragraph entitled Definition of the Citizen. It runs, "Let us then understand what we mean when we speak of a citizen. A citizen is a member of a community with certain rights and duties. If he does not enjoy the rights, he is in a bad community; if he does not perform his duties, he is a bad citizen. The definition of a citizen in the

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<sup>1</sup> JANE EAYRE FRYER, *The Young American Reader*. Chicago: John C. Winston Co., 1918.

<sup>2</sup> SAMUEL H. ZIEGLER and HELEN JAQUETTE, *Our Community*. Chicago: John C. Winston Co., 1918. Pp. 240.

<sup>3</sup> JOHN E. SMITH, *Our Neighborhood*. Chicago: John Winston Co., 1918. Pp. 262.

United States Constitution is also worthy of careful study." Such formulations and abstractions are not up to the best modern methods of presentation. The Lessons in Community and National Life published by the Bureau of Education represent very marked contrast and might have served as models for better performance.

The last book, *Builders of Democracy*,<sup>1</sup> is a very interesting attempt to organize a reader with definite structure or skeleton of an intellectual character. It consists primarily of extracts of literature, including poetry and prose selections, but these are definitely related to the understanding of the development of our democratic form of government. After a number of sections upon the flag, which are of a general patriotic tenor, the author takes up the beginnings of modern Anglo-Saxon civilization as represented in the story of *Beowulf*. The following periods represent the court of King Arthur, the development of recognition of the rights of the common man in England, then the Elizabethan period, the next the Puritans and development of American institutions, and so on. The literary extracts are intermingled with brief discussions by the compiler of their significance and of their historical setting. The book is well suited to supplement more formal history by the appeal which is made by the great writings which have summed up the spirit and temper of great historical occasions. This book then seems calculated to represent a successful movement toward much more systematically organized reading material for the school.

*Education in Germany and England*—This book<sup>2</sup> is a brief study of the general characteristics and a discussion of the relation of education in England and Germany to the general temper and point of view of the two nations. The German point of view is described in the now well-known term *Kultur*. The essence of the English point of view in contrast is denoted by the term "Civilization," which emphasizes the individual rather than the state and which transcends the point of view of a single nation. The English education derived from this fundamental point of view emphasizes moral training and values intellectual development only as it ministers to human needs. In the view of the author, this is a fundamentally sound basis of education but needs to be supplemented by a more thorough development on the side of intellectual training.

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<sup>1</sup> EDWIN GREELAW. *Builders of Democracy*. Chicago: Scott, Foresman & Co. 1918. Pp. xii+333. \$0.60.

<sup>2</sup> FR. DE HOVRE. *German and English Education*. England: Chas. Scribner's Sons. Pp. 108.

## II. CURRENT PUBLICATIONS RECEIVED DURING THE LAST MONTH

### GENERAL EDUCATIONAL METHOD, HISTORY, THEORY AND PRACTICE

- CARROLL, CHARLES. *Public Education in Rhode Island*. Providence, Rhode Island: E. L. Freeman Company. 1918. Pp. 500.
- DE HOVRE, DR. FRANS. *German and English Education. A Comparative Study*. Charles Scribner's Sons. Pp. 108.
- JACKSON, GEORGE L. *The Privilege of Education*. Boston: The Gorham Press. Pp. 143.
- LEWIS, HOWARD T. *The Rural School and the Community*. Boston: The Gorham Press. Pp. 91.
- MANN, CHARLES RIBORG. *A Study of Engineering Education*. Boston: The Merrymount Press. Pp. 139.

### BOOKS PRIMARILY FOR ELEMENTARY-GRADE TEACHERS AND PUPILS

- GREENLAW, EDWIN. *Builders of Democracy*. Chicago: Scott, Foresman & Company. Pp. 326. \$0.60.
- LASSELLE MARY A. *The House and Country Readers. Books Two and Three*. The Gorham Press. 1918. Pp. 282+337. \$0.35 each.
- SINDELAR, JOSEPH C. *Merry Christmas Entertainments*. Chicago: Beckley-Cardy Company. Pp. 160. \$.035.
- SANFORD, CHESTER M. and OWEN, GRACE H. *Modern Americans.—A Biographical School Reader for the Upper Grades*. Laurel Book Company.

### BOOKS PRIMARILY FOR HIGH-SCHOOL TEACHERS AND PUPILS

- DOWNING, ELLIOT R. *A Field and Laboratory Guide in Biographical Nature Study*. Chicago: The University of Chicago Press. Pp. 118. \$1.00.
- GRUSE, EDWARD. *Echoes of Democracy*. Boston: The Gorham Press. Pp. 60.
- FLINT, L. N. *Newspaper Writing in High Schools*. Pamphlet. Pp. 70.
- NOBLE, OLAF MORGAN. *Principles of Expressive Reading*. Boston: The Gorham Press. Pp. 177.
- PETERS, CHARLES CLINTON. *Selection and Organization of Materials for a Course in "The Control of Conduct" for Secondary Schools*. A Thesis. University of Pennsylvania. Spring City, Pennsylvania: The Inter-Borough Press. Pp. 120.

PUBLICATIONS OF THE UNITED STATES BUREAU OF  
EDUCATION AND SIMILAR MATERIAL IN  
PAMPHLET FORM

- ABBOTT, EDITH. *Democracy and Social Progress in England*. The University of Chicago War Papers, No. 8. Chicago: The University of Chicago Press. Pp. 18.
- ANDREWS, BENJ. F. *The Land Grant of 1862 and the Land Grant Colleges*. Bulletin, 1918, No. 13. Government Printing Office. Washington. Pp. 63. \$0.10.
- CREEL, GEORGE. *The German-Bolshevik Conspiracy*. Washington: The Committee on Public Information. Pp. 30.
- EARHART, WILL AND McCONATHY OSBOURNE. *Music in Secondary Schools*. Bulletin No. 49, 1917. Government Printing Office, 1918. Washington. Pp. 37. \$0.05
- EDUCATIONAL CONDITIONS IN ARIZONA. Bulletin, 1917. No. 44. Government Printing Office, Washington. 1918. Pp. 200. \$0.35.
- FEDERAL BOARD FOR VOCATIONAL EDUCATION
- Monograph No. 1. *To the Disabled Soldiers and Sailors in the Hospital*. Bulletin No. 19. *Part Time Trade and Industrial Education*. Bulletin No. 17. *Trade and Industrial Education*. Bulletin No. 21. *The Home Project as a Phase of Vocational Agricultural Education*. Washington: Government Printing Office.
- NEUMANN, HENRY. *Moral Values in Secondary Education*. Bulletin, 1917. No. 51. Government Printing Office, Washington. 1918. Pp. 37. \$0.05.
- SMITH, DAVID EUGENE AND SEELY, CAROLINE EUSTIS. *Union List of Mathematical Periodicals*. Bulletin, 1918. No. 9. Government Printing Office. Washington. Pp. 60. \$0.10.
- THE UNIVERSITY OF NORTH CAROLINA RECORD. Extension Series No. 29. *Comparative Results of a State-Wide Use of Standard Tests and Measurements*. Pp. 24.
- THE NATIONAL COUNCIL OF PRIMARY EDUCATION. Bureau of Education Bulletin 1918, No. 26. Washington: Government Printing Office. Pp. 35.
- WILSON, LOUIS ROUND AND WILLIAMS, LESTER ALONZO. *The Bureau of Extension of the University of North Carolina*. Bulletin, 1918. No. 7. Government Printing Office, Washington. Pp. 30. \$0.05.



- WILSON, President. *The Bases of Durable Peace*. The Union League Club of Chicago. 1918. Pp. 34.
- WEEKS, RUTH MARY. *Making American Industry Safe for Democracy*. Bulletin No. 5. 1225 Sedgwick Street, Chicago.

## MISCELLANEOUS BOOKS AND PAMPHLETS

- ALLEN, WILLIAM H. and KLEIZER, CLARE. *Stories of Americans in the World War*. 51 Chambers St., New York: Institute for Public Service, and 6 Beacon St., Boston: Journal of Education. Pp. 175.
- BAKER, JAMES H. "*After the War What*." Boston: The Stratford Company. Pp. 177.
- CALLOMB, JOSEPH. *That Year at Lincoln High*. The Macmillan Company. 1918. Pp. 290. \$1.35.
- COMFORT, FLORENCE CROCKER. *The Magic Voice*. Chicago: The Prang Company. Pp. 35.
- TAFT, WILLIAM HOWARD, and OTHERS. *Win the War for Permanent Peace*. 70 Fifth Ave., New York: League to Enforce Peace.